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ABSTRACT

The modern language curriculum guide for grades K-6 is designed to correlate with Checkpoint A of the New York State Syllabus. It presents major topics, listing instructional objectives, functions, skill areas, suggested instructional materials, suggested activities, cultural content, and games, songs, and puzzles. Introductory sections outline the New York State foreign language requirements; the curriculum's format; scope and sequence; and objectives for each topic. Topics are detailed in subsequent sections. Topics include: personal identification; socializing; numbers and shapes; colors; clothing; animals; calendar; house and home; family life; community/neighborhood; physical environment; meal taking/food/drink; health and welfare; education; earning a living; leisure; public and private services; shopping; travel; and current events. Contains a 19-item general bibliography, 11 references on communicative testing, and 14 language-specific references for learning activities. Lists of essentials phrases for all languages and potential authentic materials are appended. (MSE)

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ED 407 832

MODERN LANGUAGES for COMMUNICATION

TEACHING THE CURRICULUM: CHECKPOINT A

GRADES K - 6

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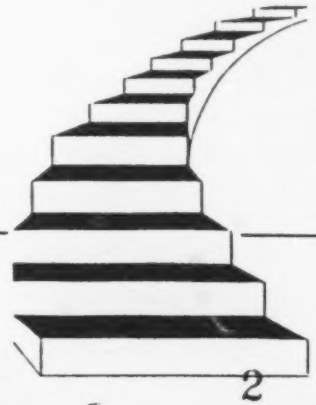
Topics
Objectives
Activities in French, German, Italian and Spanish



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YONKERS PUBLIC SCHOOLS
Yonkers, New York

DONALD M. BATISTA
Superintendent of Schools

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FOREWORD

As a result of the growing awareness that language is the natural vehicle of world communication, the realization has emerged that language study is necessary and imperative in order to adequately communicate our interests and concerns, dreams and aspirations, experiences and ideas, as well as to permit us to identify the world around us.

With this in mind, the Yonkers Public Schools have, in recent years, expanded foreign language programs to include elementary through high school offerings. The talents of the district's professional staff have been tapped to develop appropriate materials to support this effort.

Committees comprised of foreign language teachers, as well as school and central office administrators, developed guides to facilitate the teaching and learning of foreign language.

The curriculum guides use a spiraling pattern thus paralleling the language development process with which students are familiar. A communicative approach has been consistently incorporated throughout to insure skill competency building, enhance learning and provide consistency with State Education Department mandates.

The development of the Yonkers Public Schools' Foreign Language Curriculum Guides will contribute to consistency in content and overall improvement in second language acquisition. This is another step closer in our journey toward academic excellence for all Yonkers Public Schools' students.

Donald M. Batista
Superintendent of Schools

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INTRODUCTION

PURPOSE:

Teaching the Curriculum was specially designed as a unified, objective based curriculum guide for foreign language instruction with respect to Checkpoint A of the New York State Syllabus.

The format of Teaching the Curriculum is based on the newly developed State Syllabus and is designed so as to clearly and concisely present the major topics and situations pertinent to foreign language instruction. A resource packet containing supplemental activities and suggestions has been compiled. Its purpose is to provide teachers with start-up materials.

This curriculum, aided by the classroom teacher's skill and creativity will serve as a catalyst in transforming abstract concepts into instructional realities. This format was designed with this purpose in mind.

PHILOSOPHY:

Facility in a foreign language is an invaluable asset to our ability to communicate effectively in the world totality. It enhances our opportunities to achieve peace and provide socio-economic and political stability in an increasingly mutually-dependant world. In addition, foreign language ability offers obvious benefits through expanded employment and career opportunities.

Consequently, the study of a foreign language should be an integral part of each student's educational experience. It is incumbent upon today's educational leadership to make this opportunity available so that they may better prepare themselves to play a productive and meaningful role in the future.

This document is an expression of hope that the development of a course of study in the knowledge of foreign languages will stimulate students, parents and community to support knowledge of languages and understanding of other cultures. The goals, objectives, and suggested activities have been selected to revitalize the approach to the acquisition of a second language with emphasis on communication competence.

To that effect, we present this curriculum as a symbol of our commitment to provide our students with skills valuable not only in socio-economic terms, but also useful towards a greater understanding of our world, towards peace and stability.

The Regents have incorporated cultural goals, into the Action Plan in the following statements:

Each student will acquire knowledge, understanding and appreciation of artistic, cultural, and intellectual accomplishments of civilization and will develop the skills to express personal aesthetic judgments.

These include:

- ability to use cultural resources of museums, libraries, theaters, historic sites and performing arts groups
- ability to make aesthetic judgments, and ability to apply them to works of art

Each student will learn methods of inquiry and knowledge gained through the study of language and literature in at least one language other than English and will use the methods and knowledge in interdisciplinary applications.

Each student will acquire knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural and environmental systems.

REQUIREMENTS

The New York State Board of Regents, through its Action Plan, reinstated the requirement of a second language. The Part 100 Regulations of the New York State Education Department introduces a two tier approach to the acquisition of a second language.

Part 100.2 (d) Second Language Requirement

(1) Public school students graduating in 1992 and thereafter shall have completed at least one unit of study in a second language at some time during grades kindergarten through nine. Public school students graduating in 1994 and thereafter shall have completed at least two units of study in a second language at some time during grades kindergarten through nine.

(2) Beginning September 1, 1988, the Board of Education of each public school district shall make available instruction in a language other than English in grades 8 through 12.

(3) Beginning in May, 1989, all students who pass an approved second language proficiency examination shall be awarded the first unit of credit in second language instruction, unless the student has already been awarded such first unit of credit in second language instruction as set forth in section 100.1 (b) of this part.

The goal of the Modern Language Syllabus, in the spirit of the Regents Action Plan, which we enthusiastically endorse, addresses the needs of today's students as they prepare to meet the challenges of the 21st Century in a rapidly changing world.

The underpinnings of the Regents Action Plan - critical thinking, reasoning skills, the synthesis of knowledge, humanistic understanding, social awareness, creativity and self-esteem - are the foundation of the three major goals of Modern Language Syllabus: Communicative Goals, Cultural Goals and General Educational Goals. Although the three major goals are listed separately, they are not intended to be isolated objectives, but rather to be woven together into a communicative whole.

General Educational Goals

Second language learning is an integral part of the student's total learning experience and provides a basis for interdisciplinary activity.

The following goals stated in the Regents Action Plan address the interrelationship of disciplines and the need to coordinate separate entities into a meaningful unity:

Each student will master communication skills enabling him/her to:

- think logically and creatively
- determine what information is needed for particular purposes and acquire, organize, and use that information for those purposes
- apply reasoning skills to issues and problems

Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government.

Included are:

- understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights
- respect for self, others, and property as integral to a self-governing, democratic society

Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Communicative Goals

The goal of second language teaching is the achievement of functional communication in the context of the target language culture.

The goal expressed by the Regents Action Plan delineates specific areas of concentration related to second language instruction:

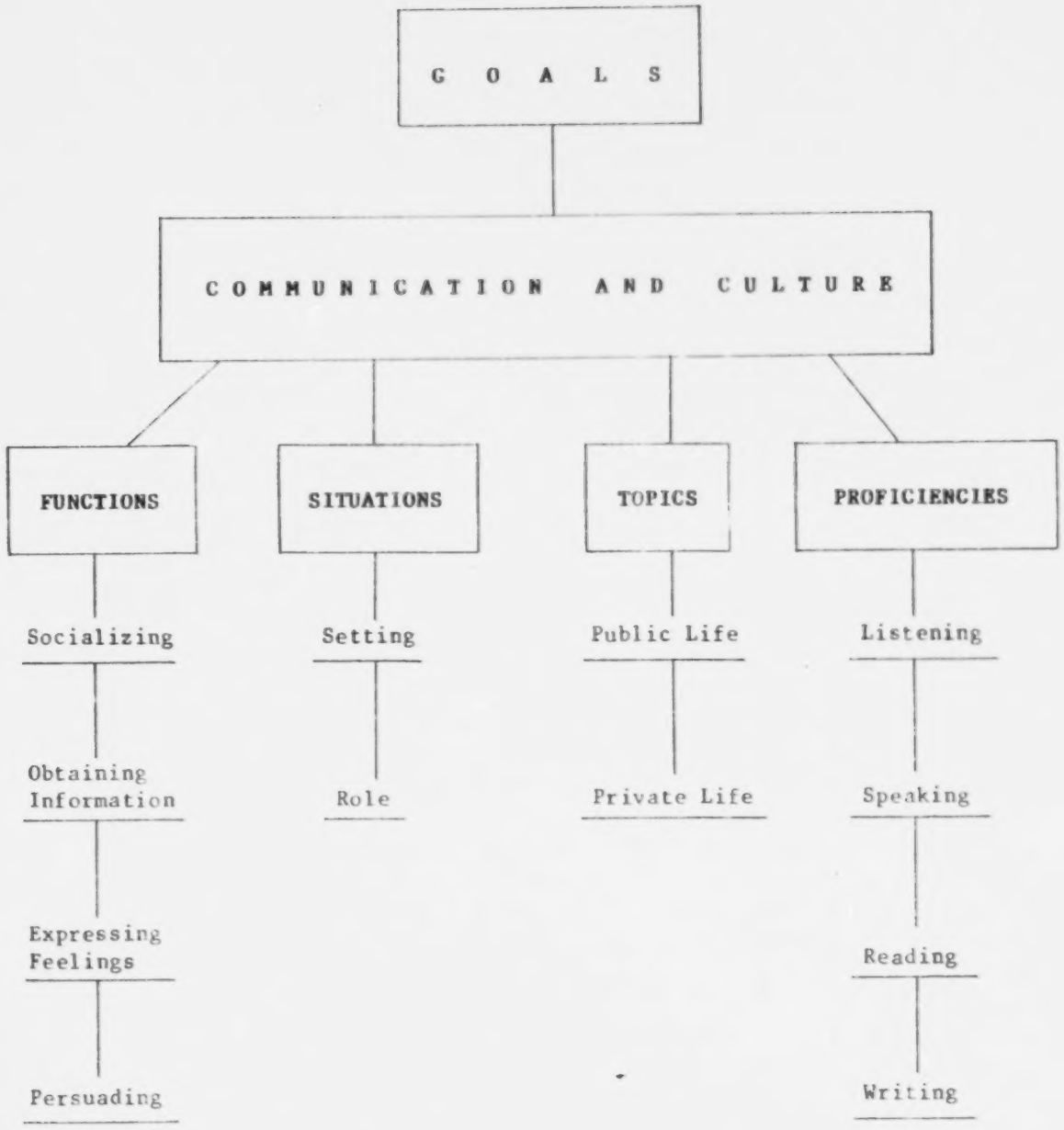
Each student will develop proficiencies in the communication skills enabling him/her to:

- speak, understand, read and write at least one language other than English
- comprehend written, spoken and visual presentations in various media

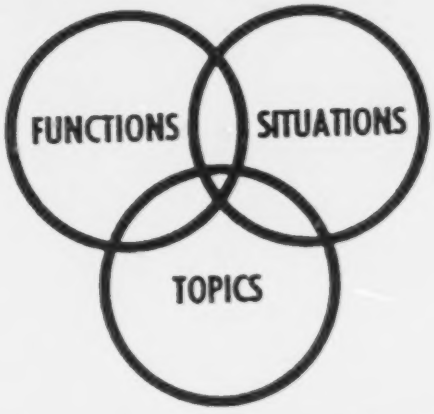
Each student will develop the ability to understand, respect, and accept people of different races, sex, ability, cultural heritages, national origin, values, beliefs and attitudes.

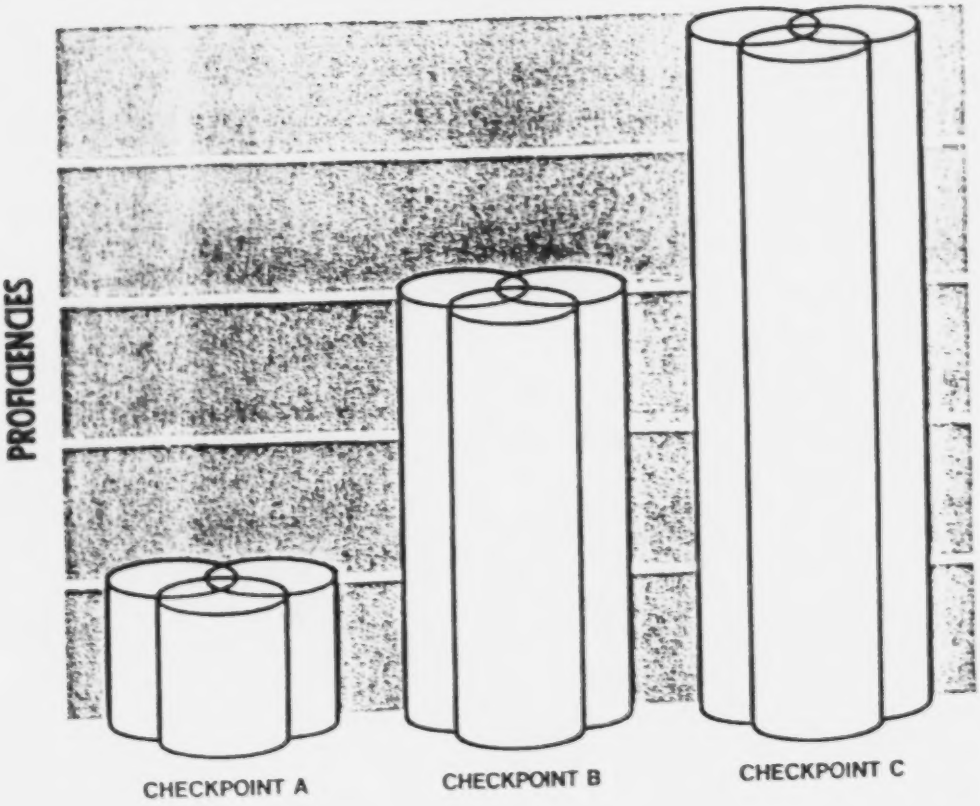
Cultural Goals

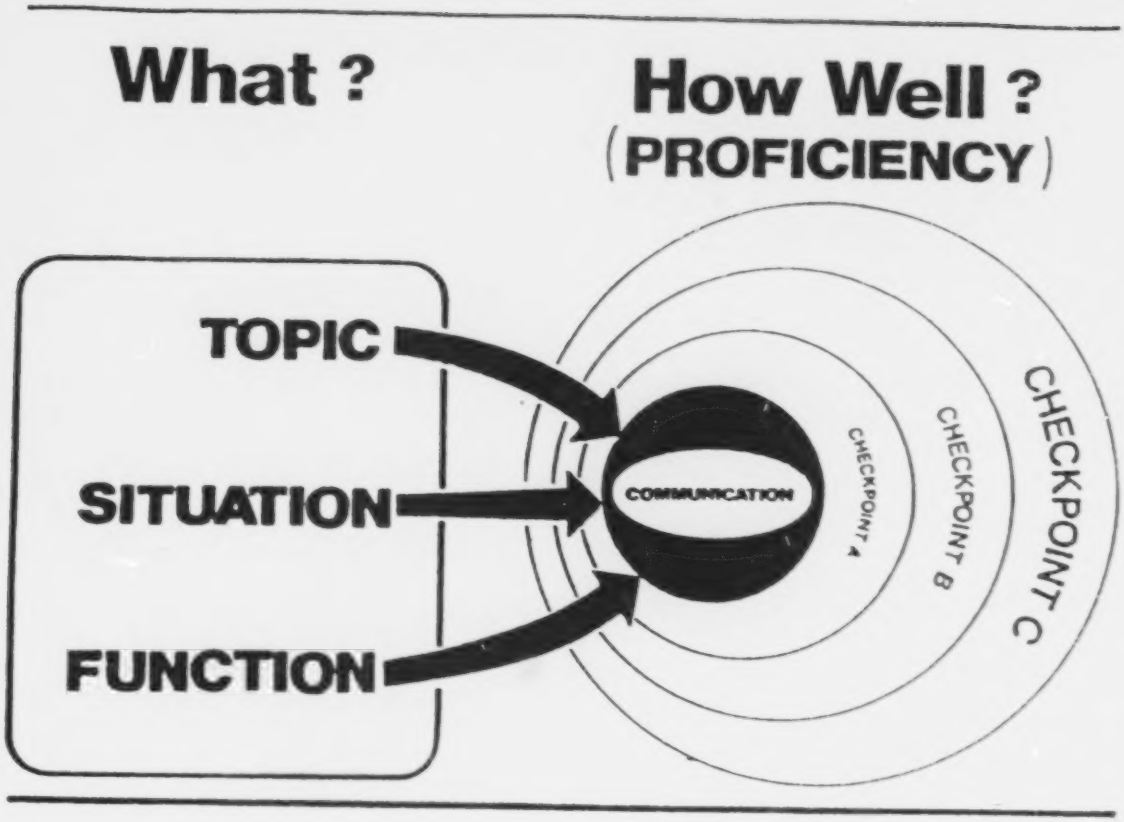
The understanding and appreciation of different cultures in other countries, as well as in our own community, are integral elements in second language education. The foreign language curriculum, in collabortion with other curricular areas, makes a major contribution to the Regents' goals.


G O A L S
COMMUNICATION AND CULTURE
FUNCTIONS
SITUATIONS
TOPICS
PROFICIENCIES
Socializing
Obtaining Information
Expressing Feelings
Persuading
Setting
Role
Public Life
Private Life
Listening
Speaking
Reading
Writing

COMPONENTS OF COMMUNICATION







CHECKPOINT A

lists the components of intended learning outcomes and describes the proficiency levels necessary to complete the required units of study at some time in grades K-8. (Proficiency Examination)

CHECKPOINT B

lists the components of intended learning outcomes and describes proficiency levels necessary to complete successfully a three unit-of-credit sequence for a Regents diploma. (Regents Examination)

CHECKPOINT C

lists the components of intended learning outcomes and describes the proficiency levels necessary to complete sucessfully a five unit-of-credit sequence for a Regents Diploma.

FORMAT

FORMAT

The foreign language curriculum is based on the New York State Syllabus for Modern Languages for Communication, New York State Education Department. The format used throughout the curriculum guide consists of topics and instructional objectives leading to communicative competence. Throughout the guide, the topics are further developed in units. Most topics and units are introduced and presented at various times during the instructional period, but with varying degrees of intensity and execution. The same topic/unit will be presented with increasing emphasis in the development of communicative skills.

Following the instructional objective, a series of suggested activities are presented for use by the teacher. These will give the students the opportunity to develop the four language skills: listening, speaking, reading and writing. These activities also provide for opportunities to understand cultural differences and appreciate similarities.

The instructional program follows the curriculum. The textbook and other supplementary materials enhance the objectives. The overall goal is to produce a student who can communicate needs and knowledge in a second language.

SCOPE AND SEQUENCE

The progression of skills, concepts, and competencies is positive and increases in intensity. The topics/units are the same throughout the curriculum, however, the enhancement of the skills is greater according to the level and the group.

PROFICIENCIES - Listening, Speaking, Reading, Writing and Culture

The term "proficiency" should not be confused with native or near-native "fluency." Instead, it refers to the degree of control of the basic elements of the language that the student should be able to demonstrate at each checkpoint. The proficiencies in the syllabus and the curriculum are stated in such a way as to accommodate the learning styles and abilities of all students. They are designed to stress the successful communication of meaning rather than placing undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

UNITS OF INSTRUCTION - Topics

Socializing
Numbers and Shapes
Colors
Animals
Calendar

Meal Taking/Food/Drink
Health and Welfare
Education
Earning a Living
Leisure

Personal Identification
House and Home
Family Life
Community/Neighborhood
Physical Environment

Public/Private Services
Shopping
Travel
Current Events

PROGRAM OF INSTRUCTION

The program is based on the curriculum and the curriculum guides. The program of instruction is the actual instruction provided by the teacher to the students.

OBJECTIVES

The objectives are specific overt changes in student behavior that are expected to result from participation in the program.

LEARNING ACTIVITIES

Learning activities are those specifically designed to transmit the objectives of each unit. The learning activities are suggested pathways for the teacher to travel through a lesson. They are intended as a springboard for other activities and ideas.

VOCABULARY

The introduction of vocabulary is usually devoted to words that tend to promote the learning of relevant communicative skills in simple structures. The vocabulary will reflect the particular **TOPIC** as related to the students' experiences and to their environmental context. The introduction of new vocabulary and structural complexity will respond to the needs and interest of the classroom context, as well as curriculum design. The vocabulary which appears is suggested vocabulary and is not in any way all inclusive. Teachers are encouraged to supplement the suggested vocabulary lists with additional relevant words and expressions.

CHECKPOINT A - PROFICIENCIES

LISTENING

1. Students will develop a level of comprehension which will enable them to grasp simple statements and questions.

2. Students will develop an ability to comprehend the basic thrust of simple messages and conversations. Repetition is frequently required to effect comprehension even when speakers are accustomed to conversation with non-natives.

SPEAKING

1. Students will develop a facility to initiate, and provide appropriate responses to simple statements, as well as carry on elementary face-to-face conversations.

2. Students will be able to function within the vocabulary structure and phonology commensurate with the situations, functions and topics prescribed for this level. This ability level, with repetitions and gestures, will foster comprehension by native speakers accustomed to non-natives attempting the target language.

READING

1. Students will develop a comprehension level adequate for the assimilation of simple informative material or for social purposes.

2. Students will be able to comprehend the important elements of brief general public statements and common messages.

3. Students will be able to comprehend the basic concepts of passages containing simple grammatical structure and appropriate syntactical models. This is accomplished while relying on visual cues and prior topical familiarity. Comprehension is accomplished within the parameters of simple language using common grammatical patterns and vocabulary.

WRITING

1. Students will be able to express basic needs, as well as initiate short written messages concerning familiar topics with respect to personal experience.

2. Students will be able to produce short and correct written expressions. This will be accomplished through the use of selected, mastered vocabulary and syntactical structures appropriate to the level. The written material will be comprehensible to native speakers even though spelling and grammatical errors may occur.

CULTURE

1. Students will be able to understand the cultural aspects of the target language speakers.

2. Students will be able to function in authentic culturally common situations.

SCOPE AND SEQUENCE

SCOPE AND SEQUENCE

1. **PERSONAL IDENTIFICATION**
   - Biographical Information
     - age
     - nationality
     - address and telephone number
     - family
     - occupation
     - place and date of birth
   - Physical Characteristics
     - height
     - weight
     - complexion
     - facial features
     - body shape
     - color of hair/eyes
     - disabilities
   - Psychological Characteristics
     - character
     - personality
     - likes and dislikes
     - tastes and interests

2. **SOCIALIZING**
   - Introductions
     - greetings
     - leave takings
     - permission
     - thanks
     - apologies

3. **NUMBERS AND SHAPES**
   - 1-100
   - time
   - circle/square/triangle/rectangle

4. **COLORS**

5. **CLOTHING**
   - male articles
   - female articles
   - accessories
   - seasonal clothing

6. **ANIMALS**
   - domestic pets
   - zoo
   - farm

7. **CALENDAR**
   - days
   - months
   - climate
   - weather

8. **HOUSE AND HOME**
   - Types of Lodging
     - house
     - apartment
   - Rooms and Other Lodging Components
     - identification
     - size/function
     - furnishings
     - garden/terrace/balcony

9. **FAMILY LIFE**
   - family members
   - activities

10. **COMMUNITY/NEIGHBORHOOD**
    - common activities
    - local stores/facilities

11. **PHYSICAL ENVIRONMENT**
    - Physical Features
      - big city
      - small town
      - village
      - suburb
      - country
      - geography of area

12. **MEAL TAKING/FOOD/DRINK**
    - Types of Food and Drink
      - everyday family fare
      - regional and national specialties
      - fast-food
      - food and drink preparation
    - Mealtime Interaction
      - regular family meals
      - eating with friends/relatives
      - eating out

13. **HEALTH AND WELFARE**
    - Parts of the Body
      - identification
    - Illness and Accidents
      - symptoms of illness

14. **EDUCATION**
    - Secondary School Organization
      - types of schools
      - subjects
      - schedules/school year
    - School Life
      - extracurricular activities

15. **EARNING A LIVING**
    - Types of Employment
      - commonly known occupations

16. **LEISURE**
    - Available Leisure Time
        - after school
        - weekends
        - holidays
        - vacations
    - Activities
        - hobbies/sports/other interests
        - use of media
    - Special Occasions
        - religious events
        - traditions and customs
        - family occasions

17. **PUBLIC AND PRIVATE SERVICES**
    - Communications
        - telephone
        - mail
    - Government Agencies
        - post office

18. **SHOPPING**
    - Shopping Facilities and Products
        - shopping centers
        - specialty shops
        - neighborhood merchants
        - department stores
        - markets
    - Shopping Patterns
        - time (opening hours...)
        - currency
        - interaction with sales staff
        - staples and everyday purchases
        - modes of payment
        - weights/measurements/sizes
    - Shoppers' Information
        - prices

19. **TRAVEL**
    - Transportation
        - means of transportation
        - maps
        - timetables and fares
        - signs and instructions
        - interaction at ticket counters
        - advertisements/promotional information

20. **CURRENT EVENTS**
    - Political, Social and Economic Aspects
        - miscellaneous news
    - Cultural Aspects
        - arts (theater/cinema/music)
        - people in the arts
        - special events

BANK OF OBJECTIVES

BANK OF OBJECTIVES

TOPIC 1 - PERSONAL IDENTIFICATION

1. Students will be able to state their name, age, and phone number in the target language.

2. Students will be able to state their age, date and place of birth and nationality in the target language.

3. Students will be able to describe their physical characteristics (ex. height, weight, facial features, complexion, body shape) in the target language.

4. Students will be able to express their personal characteristics and preferences (ex. personality likes and dislikes, tastes and interests) in the target language.

5. Students will be able to identify family members and family members' occupations in the target language.

TOPIC 2 - SOCIALIZING

1. Students will be able to use appropriate greetings and leave-takings in the target language.

2. Students will be able to introduce themselves and other students in the target language.

3. Students will be able to ask permission, thank and apologize appropriately in the target language.

TOPIC 3 - NUMBERS AND SHAPES

1. Students will be able to count and identify the numbers from 1-100 in the target language.

2. Students will be able to add and subtract single, two and three digit numbers in the target language.

3. Students will be able to ask and answer questions about clock time in the target language.

4. Students will be able to identify a square, circle, triangle and rectangle in the target language.

TOPIC 4 - COLORS

1. Students will be able to name and identify the colors in the target language.

2. Students will be able to identify the colors of objects in the target language.

3. Students will be able to complete guided coloring activities in the target language.

TOPIC 5 - CLOTHING

1. Students will be able to name and identify boys' clothing in the target language.

2. Students will be able to name and identify girls' clothing in the target language.

3. Students will be able to name and identify common accessories in the target language.

4. Students will be able to name and identify seasonal clothing and accessories in the target language.

TOPIC 6 - ANIMALS

1. Students will be able to name, identify and describe common pets, zoo animals and farm animals in the target language.

2. Students will be able to identify activities associated with these animals in the target language.

TOPIC 7 - THE CALENDAR

1. Students will be able to name and identify the days of the week and the months of the year in the target language.

2. Students will be able to identify today, tomorrow, yesterday, this month, next month and last month in the target language.

3. Students will be able to name and identify the seasons and their months in the target language.

4. Students will be able to ask and answer questions about the weather in the target language.

5. Students will be able to name and identify various holidays and celebrations in the target language.

TOPIC 8 - HOUSE AND HOME

1. Students will be able to name and identify parts of a house and an apartment in the target language.

2. Students will be able to name and identify the furnishings of a house and apartment in the target language.

3. Students will be able to describe the activities associated with each room or part of a house and apartment in the target langauge.

TOPIC 9 - FAMILY LIFE

1. Students will be able to name and identify family members in the target language.

2. Students will be able to describe family relationships in the target language.

3. Students will be able to describe common family activities and celebrations in the target language.

TOPIC 10 - COMMUNITY AND NEIGHBORHOOD

1. Students will be able to identify and describe parts of a community including stores and buildings in the target language.

2. Students will be able to describe and discuss common activities associated with community life in the target language.

TOPIC 11 - PHYSICAL ENVIRONMENT

1. Students will be able to identify and name the parts of a city, small town, a village, the suburbs and the country in the target language.

2. Students will be able to describe the geography and boundaries of the target country or countries.

3. Students will be able to describe in the target language the opportunities for recreation and entertainment of the target country(ies).

TOPIC 12 - MEAL TAKING/FOOD/DRINK

1. Students will be able to name and identify fruits and vegetables in the target language.

2. Students will be able to name and identify in the target language, foods and drinks associated with breakfast, lunch and dinner.

3. Students will be able to name and identify utensils used at mealtimes in the target language.

4. Students will be able to name and describe regional and national specialties in the target language.

5. Students will be able to name and identify fast foods in the target language.

6. Students will be able to describe activities associated with regular family meals, eating with friends and relatives and eating out using the target language.

TOPIC 13 - HEALTH AND WELFARE

1. Students will be able to name and identify parts of the body in the target language.

2. Students will be able to describe states of health in the target language.

3. Students will be able to describe symptoms of simple illnesses in the target language.

4. Students will be able to identify activities associated with being ill in the target language.

TOPIC 14 - EDUCATION

1. Students will identify different types of schools in the target language.

2. Students will identify the parts of a school and classroom in the target language.

3. Students will identify common classroom objects in the target language.

4. Students will identify school subjects in the target language.

5. Students will identify various school personnel in the target language.

6. Students will identify daily school activities in the target language.

TOPIC 15 - EARNING A LIVING

1. Students will identify common occupations and places of employment in the target language.

2. Students will identify activities associated with going to work in the target language.

TOPIC 16 - LEISURE

1. Students will describe after school, weekend and holiday activities in the target language.

2. Students will describe vacation activities in the target language.

3. Students will identify hobbies, sports and other interests in the target language.

4. Students will describe family traditions and religious activities in the target language.

TOPIC 17 - PUBLIC AND PRIVATE SERVICES

1. Students will describe the use of public and private telephone services in the target language.

2. Students will identify activities associated with the post office in the target language.

3. Students will write simple friendly letters and describe mailing procedures in the target language.

TOPIC 18 - SHOPPING

1. Students will identify and describe shopping centers, specialty shops, neighborhood merchants, department stores and markets in target language.

2. Students will identify opening and closing times of shops and stores in the target language.

3. Students will identify U.S. and target culture currency using the target language.

4. Students will describe interactions with sales staff in the target language.

5. Students will identify staples and everyday purchases in the United States and the target culture using the target language.

TOPIC 19 - TRAVEL

1. Students will identify means of transportation in the target language.

2. Students will read and interpret maps, signs and instructions that relate to travel using the target language.

3. Students will read, interpret and ask about timetables and fare schedules in the target language.

4 Students will identify activities and interactions associated with ticket counters and travel personnel in the target language.

5. Students will read and understand advertisements and promotional materials about travel in the target language.

TOPIC 20 - CURRENT EVENTS

1. Students will discuss miscellaneous news about the target culture in American news broadcasts, newspapers and magazines in the target language.

2. Students will discuss in the target language and be exposed to the target culture's theater, cinema and music.

3. Students will identify people in the target culture's arts.

4. Students will discuss in the target language special events occurring in the target culture.

TOPICS

TOPICS

Twenty general topics will be covered in this curriculum guide. These will include:

- Personal Identification
- Socializing
- Numbers and Shapes
- Colors
- Clothing
- Animals
- Calendar
- House and Home
- Family Life
- Community/Neighborhood
- Physical Environment
- Meal Taking/Food/Drink
- Health and Welfare
- Education
- Earning A Living
- Leisure
- Public and Private Services
- Shopping
- Travel
- Current Events

Topic 1

PERSONAL IDENTIFICATION

TOPIC 1 - PERSONAL IDENTIFICATION

Instructional Objectives

1. Students will be able to state their name, age, and phone number in the target language.

2. Students will be able to state their age, date and place of birth and nationality in the target language.

3. Students will be able to describe their physical characteristics (ex. height, weight, facial features, complexion, body shape) in the target language.

4. Students will be able to express their personal characteristics and preferences (ex. personality likes and dislikes, tastes and interests) in the target language.

5. Students will be able to identify family members and family members' occupations in the target language.

Functions

1. Introducing

2. Providing and obtaining information about facts

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, flashcards with numbers 1-31, target language calendar, a world map, flashcards, depicting various occupations, flashcards depicting hobbies, sports, food, fashions and games, a tape measure, a bathroom scale

Vocabulary and Expressions

Grade appropriate according to number of items and level of difficulty

Suggested Activities

1. Students role play by asking for and providing biographical and personal information in the target language.

2. Have each student make a family tree.

3. Have each student prepare a personal identification booklet. Pictures can be actual photos or cut from magazines. Each picture will be identified in the target language.

4. Have students cut out pictures of different occupations and make a collage labeling each occupation in the target language.

Culture

1. Give each student the equivalent or a choice of his/her name in the target language

2. Discuss, if applicable, the celebration of name days in the target language

3. Discuss the use of metric measurement for height and weight

Games, Songs and Puzzles

Play Family Bingo, Occupation Bingo, Number Bingo, Memory (concentration), sing "Ten Little Indians," and "Happy Birthday," make crossword, word search and unscramble puzzles in the target language.

TOPIC 2
SOCIALIZING

TOPIC 2 - SOCIALIZING

Instructional Objectives

1. Students will be able to use appropriate greetings and leave-takings in the target language.

2. Students will be able to introduce themselves and other students in the target language.

3. Students will be able to ask permission, thank and apologize appropriately in the target language.

Functions

Greeting, leave-taking, introduction, thanking, apologizing; providing and obtaining information about facts, getting others to adopt a course of action by requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, pictures depicting states of health, block name tags, dialogue preparation, index cards containing commands such as: "Ask the teacher for permission to go to the bathroom"; "Apologize for bumping into someone."

Vocabulary and Expressions

Grade appropriate according to number of items and degree of difficulty

Suggested Activities

1. Role play having students greet each other, ask about health and name, ask permission, apologize and say good-bye in the target language.

2. Have a pretend party in which students take turns being host/hostess and introduce everyone to one another in the target language.

3. Have one student at a time choose an index card (with a command on it in the target language) and perform what the card says. The other students try to guess what the performer had to do.

4. Have students write original dialogues and comic strips in the target language.

Culture

1. Discuss names and nicknames in the target culture

2. Discuss the use of handshakes, embraces and kisses when greeting and leave-taking in the target culture, if applicable.

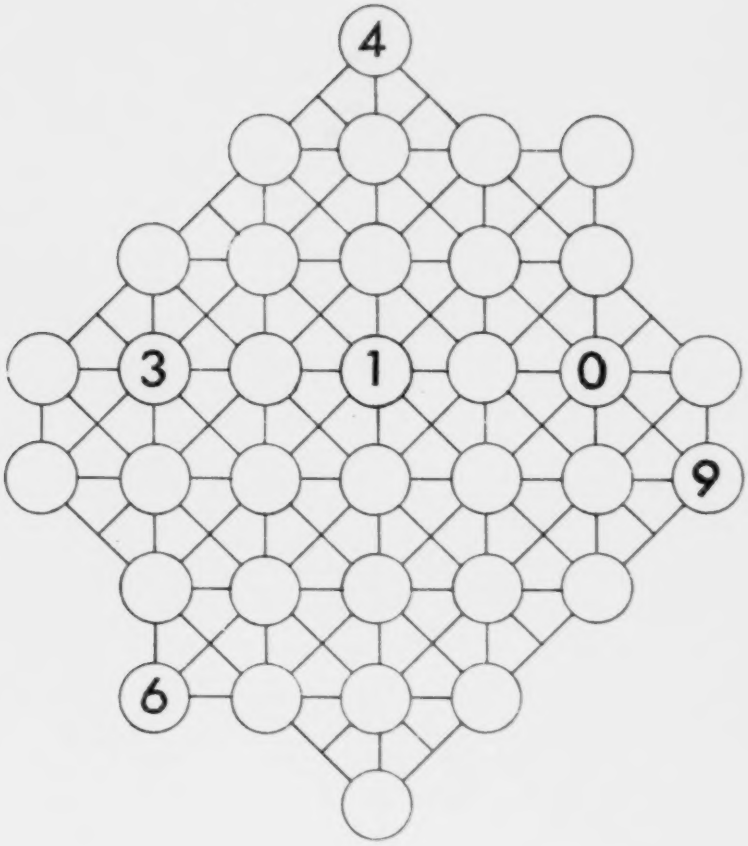
3. Discuss the degree to which the question, "How are you?" is answered in the target culture

4. Discuss the use of familiar and formal greetings and leave-takings in the target culture

Games, Songs and Puzzles

Play Hangman, Greeting and Leave-Taking Bingo, Sing "Good Morning to You" (Happy Birthday) in the target language, make crossword, word search and unscramble puzzles and Simon Says in the target language.

TOPIC 3
NUMBERS & SHAPES



TOPIC 3 - NUMBERS AND SHAPES

Instructional Objectives

1. Students will be able to count and identify the numbers from 1-100 in the target language.

2. Students will be able to add and subtract single, two and three digit numbers in the target language.

3. Students will be able to ask and answer questions about clock time in the target language.

4. Students will be able to identify a square, circle, triangle and rectangle in the target language.

Functions

Socializing (greeting, leave-taking, apologizing), providing and obtaining information about facts, getting others to adopt a course of action by requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, flashcards with the numbers 1-100, a clock with moveable hands, pictures of a square, a circle, a triangle and a rectangle, small bags filled with countable items

Vocabulary and Expressions

Grade appropriate according to number of items and degree of difficulty

Suggested Activities

1. Role play with students. Have students ask each other the time in the target language.

2. Give a small bag filled with countable items to each student and have them count the number of items in the bag in the target language.

3. Give younger students a paper with a square, a circle a triangle or a rectangle on it and have them make a picture. Have students label the pictures in the target language.

4. Hold up an addition or subtraction flashcard and have someone ask and answer in the target language.

Culture

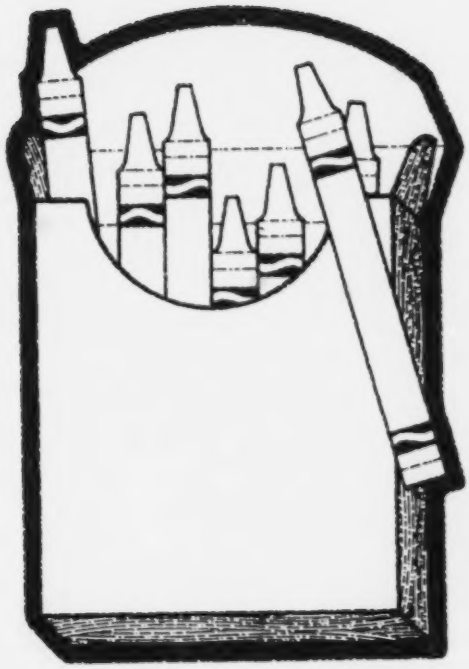
1. Discuss the use of the 24 hour clock, if applicable in the target language

2. Discuss how the numbers are written in the target culture

Games, Songs and Puzzles

Play Buzz, Number Bingo, Time Bingo, Addition and Subtraction Bingo, Hangman; sing "Ten Little Indians" in the target language, make crossword, word search and unscramble puzzles

TOPIC 4
COLORS



TOPIC 4 - COLORS

Instructional Objectives

1. Students will be able to name and identify the colors in the target language.

2. Students will be able to identify the colors of objects in the target language.

3. Students will be able to complete guided coloring activities in the target language.

Functions

Providing and obtaining information about facts

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, flashcards with the colors on them, crayons, magic markers, students' own clothing, objects around the classroom, pinwheels, spectrums, cut-outs

Vocabulary and Expressions

Grade appropriate according to number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other what their favorite color is in the target language.

2. Have students color in a flag (or flags) of the country (countries) in which the target language is spoken. Then ask them the colors of the flag (flags) in the target language.

3. Have students sort various objects, beads, blocks, crayons, etc., by color and place them in a box labeled with the color written in the target language.

4. Have students color in worksheets by matching numbers with colors written in the target language.

5. Have students cut out objects and pictures, glue them to a piece of oak tag with the color labeled at the top in the target language.

Culture

1. Discuss the colors of regional costumes

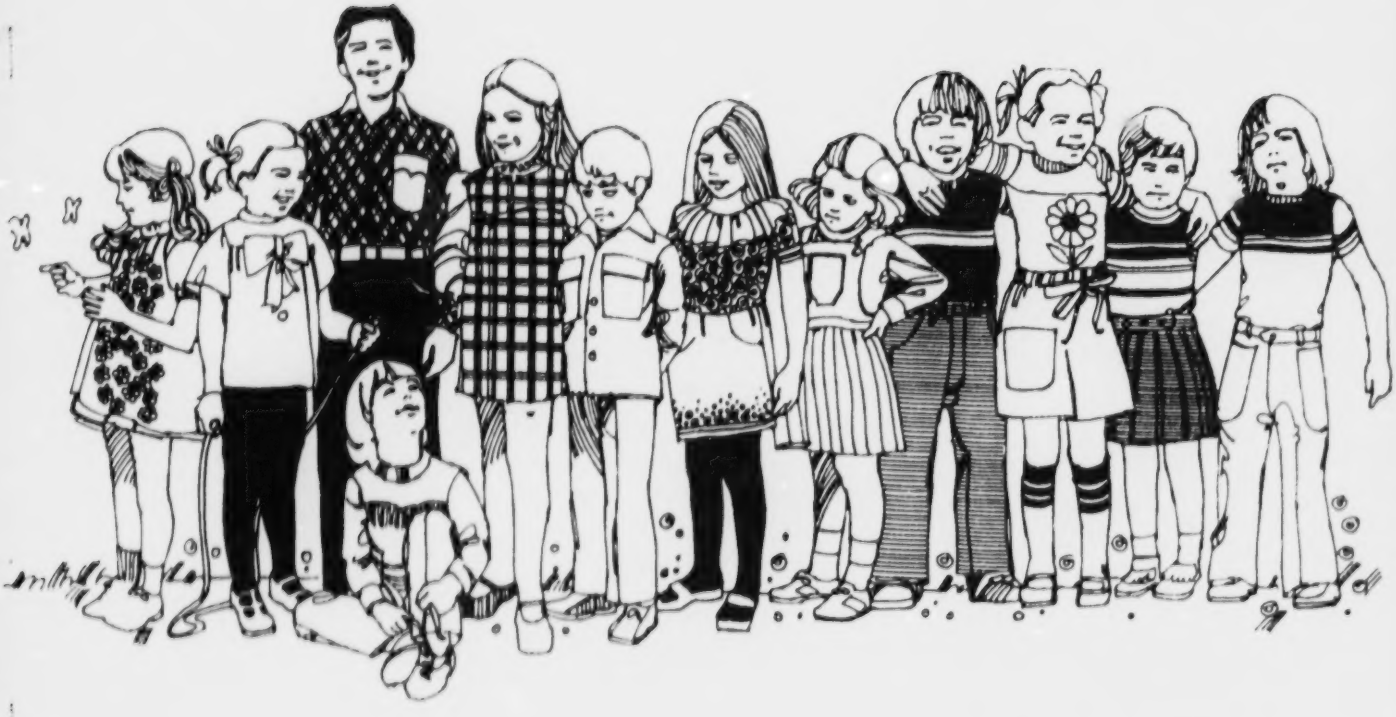
2. Discuss the use of women wearing black (as appropriate)

3. Discuss what the colors of the target culture flag represent

Games, Songs and Puzzles

Play Color Bingo, Concentration, Hangman, Uno Card Game, Twister, Sing "Los Colores," make crossword, word search and unscramble puzzles

TOPIC 5
CLOTHING



TOPIC 5 - CLOTHING

Instructional Objectives

1. Students will be able to name and identify boys' clothing in the target language.
2. Students will be able to name and identify girls' clothing in the target language.
3. Students will be able to name and identify common accessories in the target language.
4. Students will be able to name and identify seasonal clothing and accessories in the target language.

Functions

Providing and obtaining information about facts

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, dolls and dolls' clothing, real clothing, catalogues, suitcase, paper dolls and paper clothing

Vocabulary and Expressions

Grade appropriate according to number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other the colors of the clothing they are wearing in the target language.
2. Have students dress paper dolls with paper clothing according to your instructions. Then have them describe the clothing their doll is wearing in the target language.
3. Have the students help you pack for a trip. Hold up an article of clothing. The student, who in the target languge correctly identifies the article of clothing, its color, and in which season it is worn, gets to pack it in the suitcase.
4. Have students cut out from magazines different clothes, label them in the target language and paste them on construction paper.

Culture

1. Discuss the custom of dressing for special occasions - church, dinner, etc.

2. Discuss regional costumes

Games, Songs and Puzzles

Play "I'm thinking of a person who is wearing ....," and have students guess the person. If they guess correctly, it's their turn. Also play Hangman, Clothing Bingo, sing, "This is the Way We Wash Our Clothes" in the target language; make crossword, word search and unscramble puzzles.

TOPIC 6
ANIMALS

TOPIC 6 - ANIMALS

Instructional Objectives

1. Students will be able to name, identify and describe common pets, zoo animals and farm animals in the target language.

2. Students will be able to identify activities associated with these animals in the target language.

Functions

Providing and obtaining information about facts and options

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, plastic or wooden animals, pictures of animals, pictures of a zoo and a farm, shoe boxes, pictures of the students' pets

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other about their favorite animals and their pets in the target language.

2. Have students draw a picture of a zoo or farm and label the animals in the target language.

3. Have students make a diarama of a farm or zoo using a shoe box and pictures of animals or plastic animals in the target language.

4. Take a pretend trip to a zoo or farm and have students describe what the animals and people are doing in the target language.

5. Have students make paper bag animals and label the animals in the target language.

Culture

1. Discuss which, if any, animals are kept as pets in the target culture

2. Discuss the religious implications of animals in the target culture's religion(s) if applicable

Games, Songs and Puzzles

Play Animal Bingo using animal crackers as chips, What Am I? - students try to guess an animal being portrayed by the teacher or another student, sing "Bingo," "Mi Chacra," "Viejo Pepe," (Old MacDonald), "Al Gallo," "La Cucaracha," "Nella Vecchia Fattoria," (Old MacDonald), and "Farfallina", make crossword, word search and unscramble puzzles

TOPIC 7
CALENDAR

TOPIC 7 - THE CALENDAR

Instructional Objectives

1. Students will be able to name and identify the days of the week and the months of the year in the target language.

2. Students will be able to identify today, tomorrow, yesterday, this month, next month and last month in the target langauge.

3. Students will be able to name and identify the seasons and their months in the target language.

4. Students will be able to ask and answer questions about the weather in the target language.

5. Students will be able to name and identify various holidays and celebrations in the target language.

Functions

Socializing, providing and obtaining information about facts and events

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, calendar, pictures of the seasons, pictures of various holidays and celebrations, pictures showing various kinds of weather

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other, in the target language, what day of the week it is, was or will be.

2. Role play in which students ask each other, in the target language, what month it is, was or will be.

3. Role play in which students ask each other, about the weather and seasons in the target language.

4. Making greeting cards in the target language for major holidays.

5. Have students make a monthly calendar by filling in the month, days of the week, and numbers.

6. Have students give the date and a daily weather report in the target language.

7. Teach students "30 Days Has September" in the target language.

8. Have students make "season booklets" in which they draw and describe the seasons in the target language.

Culture

1. Compare an American calendar with the target culture calendar

2. Discuss the celebration of name days in the target culture, if applicable

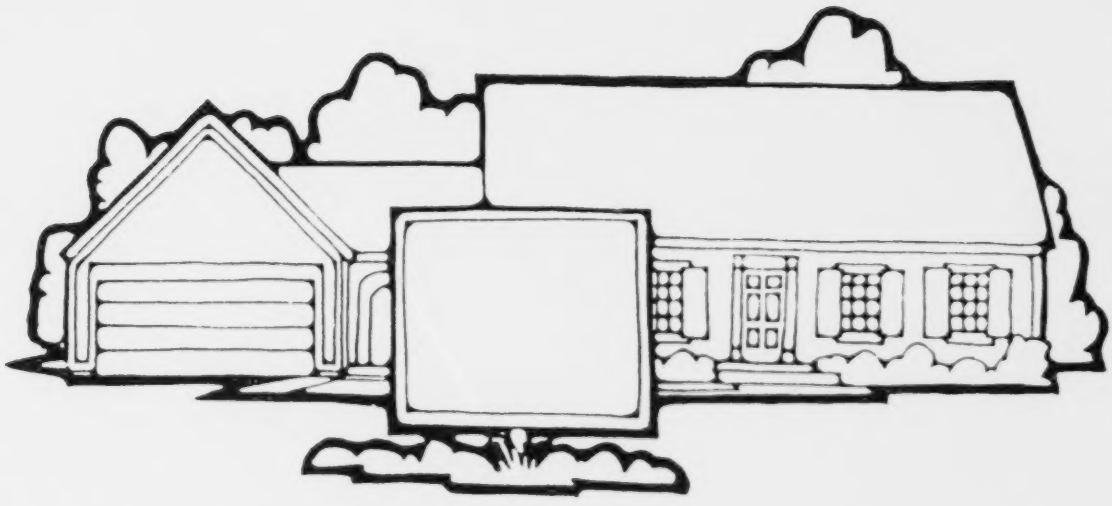
3. Discuss specific holidays of the target culture

4. Discuss the use of centigrade measurement for weather

Games, Songs and Puzzles

Play Weather Bingo, Days and Months Bingo, Sing "Los Dias de la Semana," "Le Stagioni," and various Christmas songs in the target language, make crossword, word search and unscramble puzzles.

TOPIC 8
HOUSE &HOME



TOPIC 8 - HOUSE AND HOME

Instructional Objectives

1. Students will be able to name and identify parts of a house and an apartment in the target language.

2. Students will be able to name and identify the furnishings of a house and apartment in the target language.

3. Students will be able to describe the activities associated with each room or part of a house and apartment in the target language.

Functions

Providing and obtaining information about facts

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, a dollhouse and play furniture, pictures of various rooms of a house or apartment, a floor plan of a house or apartment

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other about their house or apartment in the target language.

2. Have students make a floor plan of their home labeling the rooms/parts and the furnishings in the target language.

3. Have younger students draw a picture of their rooms or their houses or apartments and label the parts in the target language.

4. Role play in which students ask each other about activities related to each room in the target language.

5. Describe an activity in the target language and have the students guess which room you are in in the target language.

6. Have students make a collage of their "dream house" and label the parts in the target language.

7. Have students make a diarama of a house and label the rooms and the furniture in the target language.

Culture

1. Compare American homes to the target culture's homes

2. Compare the different styles of furniture in the American and target cultures

3. Discuss in the target language the idea of "neighborhoods"

Games, Songs and Puzzles

Play Furniture Bingo, and Activity Bingo, show filmstrip - "The House That Jack Built" in the target language, sing "This is the Way We Wash the Clothes" in the target language, unscramble puzzles.

TOPIC 9
FAMILY LIFE

TOPIC 9 - FAMILY LIFE

Instructional Objective

1. Students will be able to name and identify family members in the target language.

2. Students will be able to describe family relationships in the target language.

3. Students will be able to describe common family activities and celebrations in the target language.

Functions

Socializing, providing and obtaining information about facts and events

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, pictures of family members of the students, prepared dialogues

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask and answer about their family members and family activities in the target language.

2. Have students make a family tree in the target language.

3. Have students make birthday, wedding and anniversary cards in the target language (to be used as needed).

4. Have students make a schedule of their daily activities and their parents' daily activities in the target language.

5. Have students make a mobile of family members and label each in the target language.

Culture

1. Discuss in the target language the respect held for older family members in the target culture

2. Discuss in the target language the existence of extended families living in one home in the target culture

3. Compare, in the target language, the celebration of birthdays, weddings and anniversaries in the American culture and the target culture

Games, Songs and Puzzles

Play Family Bingo, Hangman, sing "Happy Birthday" in the target language, sing "Bella Bimba," make crossword, word search and unscramble puzzles.

TOPIC 10
COMMUNITY & NEIGHBORHOOD

TOPIC 10 - COMMUNITY AND NEIGHBORHOOD

Instructional Objectives

1. Students will be able to identify and describe parts of a community including stores and buildings in the target language.

2. Students will be able to describe and discuss common activities associated with community life in the target language.

Functions

Socializing, providing and obtaining information about facts, events and needs; getting others to adopt a course of action by requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, picture of a neighborhood or community, pictures of various buildings, stores and recreational facilities, puppets, a city block map, prepared dialogues

Suggested Activities

1. Role play in which students ask each other about their recreational activities and their neighborhoods in the target language.

2. Have students draw a picture of their neighborhood and describe it to the class in the target language.

3. Have a city block map on the blackboard with various buildings and stores indicated. Have students ask each other where certain places are in the target language.

4. Have students make a three-dimensional display of a neighborhood with the various buildings and places labeled in the target language.

Culture

1. Compare, in the target language, American neighborhoods and communities with those of the target culture

2. Discuss, in the target language, the types of stores in the United States and in the target culture

Games, Songs and Puzzles

Play Community and Neighborhood Bingo and Monopoly in the target language, make crossword, word search and unscramble puzzles in the target language.

TOPIC 11
PHYSICAL ENVIRONMENT

TOPIC 11 - PHYSICAL ENVIRONMENT

Instructional Objectives

1. Students will be able to identify and name the parts of a city, small town, a village, the suburbs and the country in the target language.

2. Students will be able to describe the geography and boundaries of the target country or countries.

3. Students will be able to describe in the target language the opportunities for recreation and entertainment of the target country(ies).

Functions

Socializing, providing and obtaining information about facts, getting others to adopt a course of action by requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, maps, flags, pictures of various geographical terms

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students describe geographically the area they live in the target language.

2. Have students make flag(s) of the target country(ies).

3. Have students fill in the map(s) of the target country(ies) with the names of important cities, boundaries and geographical features in the target language.

4. Have students draw a picture of the area they live in and label the parts in the target language.

Culture

1. Discuss in the target language geographical differences between the United States and the target country(ies)

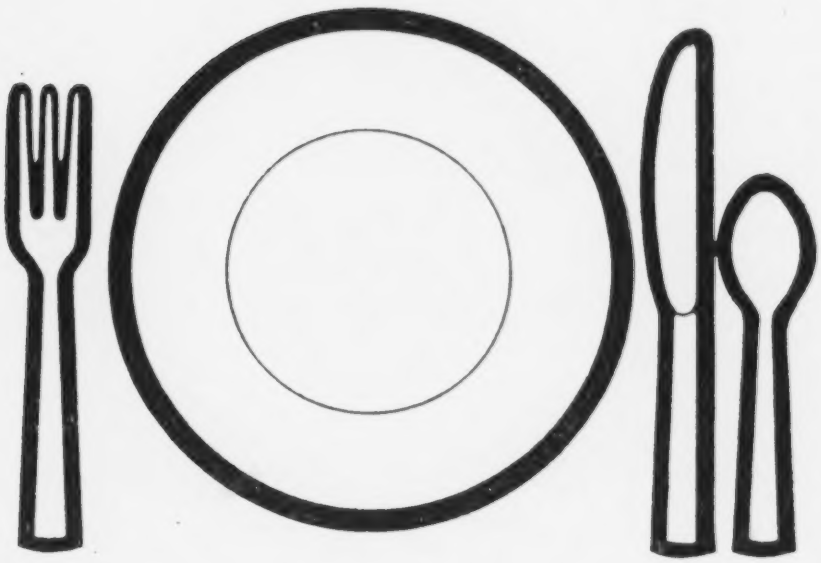
2. Discuss in the target language the influences of geography on culture and recreation

3. Compare in the target language what people do for entertainment in the United States and the target country(ies)

Games, Songs and Puzzles

Play Geography Bingo; Recreation Bingo; Entertainment Bingo; the Geography Chain Game (one student says, "Los Andes," the next student says, "Sud America," and it continues with each student saying a geographical term beginning with the last letter of what the previous student said; sing the national anthem of the target country (countries); make crossword, word search and unscramble puzzles

TOPIC 12
MEAL TAKING/ FOOD/DRINK



TOPIC 12 - MEAL TAKING/FOOD/DRINK

Instructional Objectives

1. Students will be able to name and identify fruits and vegetables in the target language.

2. Students will be able to name and identify in the target language, foods and drinks associated with breakfast, lunch and dinner.

3. Students will be able to name and identify utensils used at mealtimes in the target language.

4. Students will be able to name and describe regional and national specialties in the target language.

5. Students will be able to name and identify fast foods in the target language.

6. Students will be able to describe activities associated with regular family meals, eating with friends and relatives and eating out using the target language.

Functions

Socializing; providing and obtaining information about facts, events, needs and opinions; getting others to adopt a course of actions by suggesting and requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, tablecloth, paper plates, paper cups, plastic forks, knives and spoons, plastic or real fruits and vegetables, pictures of various foods, empty food containers and labels, prepared dialogues, menus from the target culture's restaurants

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students pretend to be eating at home and/or eating out using the target language.

2. Prepare in class a typical dish from the target culture.

3. Have students make their own menus - three basic meals and dessert in the target language. Then use the menus to play "Restaurant." Students take turns being the waiter/waitress and the customers. They must order the meals in the target language.

4. Have students write dialogues about setting the table and clearing the table; make a suggestion to eat out; and planning a family get-together (picnic, Thanksgiving, etc.) using the target language.

5. Have "Food Fair" labeling in the target langauge.

Culture

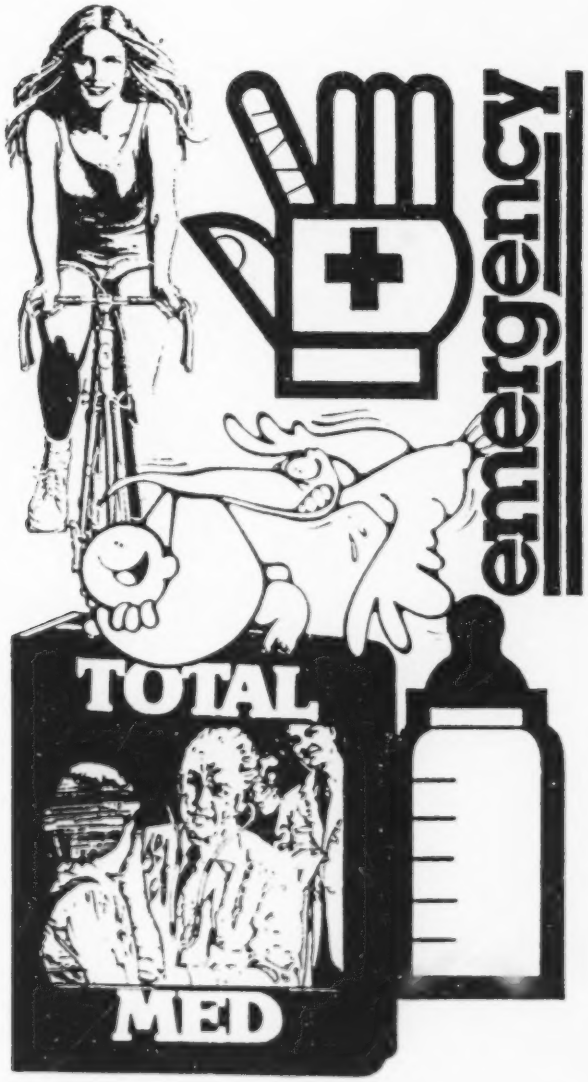
1. Discuss the number of meals eaten in a day, the foods that are eaten, and the order of the meals in the United States and the target culture

2. Describe in the target language regional and national specialties of the target culture

Games, Songs and Puzzles

Play Food Bingo, Hangman, "Il Panettone" game; make crossword, word search and unscramble puzzles

TOPIC 13
HEALTH & WELFARE



TOPIC 13 - HEALTH AND WELFARE

Instructional Objectives

1. Students will be able to name and identify parts of the body in the target language.
2. Students will be able to describe states of health in the target language.
3. Students will be able to describe symptoms of simple illnesses in the target language.
4. Students will be able to identify activities associated with being ill in the target language.

Functions

Socializing, providing and obtaining information, getting others to adopt a course of action by advising

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, a doll, pictures of parts of the body, pictures depicting various states of health, Mr. Potato Head, puppets, flannel board, prepared dialogues, a Doctor's kit

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask and answer questions about health using the target language.
2. Role play in which one student is the doctor and another student is the patient using the target language.
3. Using Mr. Potato Head with the younger children, have them identify the parts they are using to put Mr. Potato Head together in the target language.
4. Have students make body tracings of each other and then label the parts in the target language. Display the tracings in class.

Culture

1. Discuss proverbs related to parts of the body and health using the target language

2. Discuss in the target language how counting begins with the thumb in the target culture

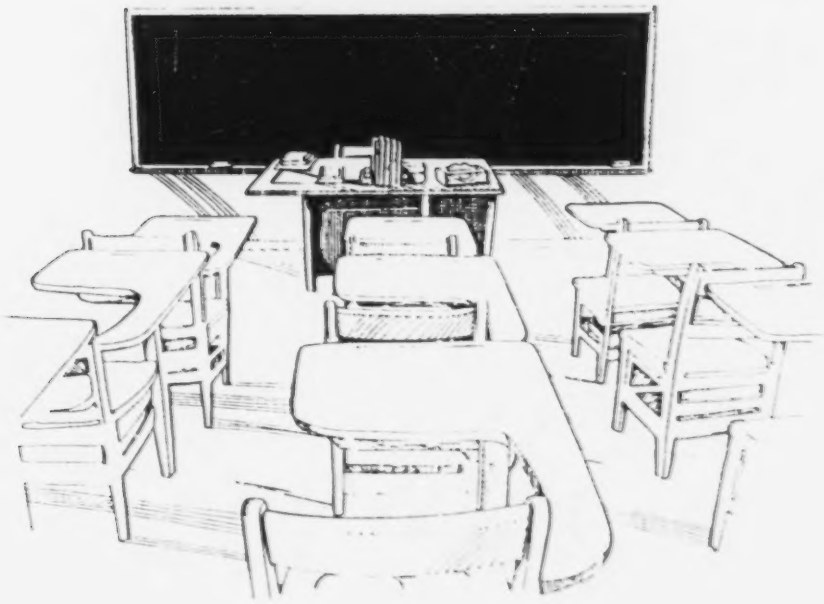
3. Discuss in the target language how people in the target culture give a more detailed answer to the question, "How are you?"

4. Discuss and give examples of body language in conversation using the target language

Games, Songs and Puzzles

Play Simon Says and Twister in the target language. Also, play Body Bingo and Health Bingo. Sing "The Hokey-Pokey" in the target language and "Head and Shoulders, Knees and Toes" in the target language. Make crossword, word search and unscramble puzzles in the target language.

TOPIC 14
EDUCATION



TOPIC 14 - EDUCATION

Instructional Objectives

1. Students will identify different types of schools in the target language.
2. Students will identify the parts of a school and classroom in the target language.
3. Students will identify common classroom objects in the target language.
4. Students will identify school subjects in the target language.
5. Students will identify various school personnel in the target language.
6. Students will identify daily school activities in the target language.

Functions

Socializing, providing and obtaining information about facts

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, classroom objects, a floor plan of the school building, pictures of school personnel, blank school schedules, pictures of different types of schools

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activity

1. Role play in which students ask each other what they study in school and what their favorite subject is in the target language.
2. Take the students on a tour of the school building and have them identify people and things they see in the target language.
3. Using the blank schedules have students fill in the subjects they study in the target language.
4. Have students write a short paragraph about their school and what they do there in the target language.

5. Have various students play teacher for part of the class time using the target language.

6. Have students label parts of the classroom in the target language.

Culture

Compare schooling in the United States and the target culture

Games, Songs and Puzzles

Play "School Bingo," Hangman and "Go to the Head of the Class" (in the target language); sing the school song in the target language; recite the "Pledge of Allegiance" in the target language; make crossword, word search and unscramble puzzles.

TOPIC 15
LEARNING A LIVING

TOPIC 15 - EARNING A LIVING

Instructional Objectives

1. Students will identify common occupations and places of employment in the target language.

2. Students will identify activities associated with going to work in the target language.

Functions

Socializing, providing and obtaining information about facts, expressing personal feelings about opinions and attitudes

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, pictures or wooden figures depicting common occupations, pictures of places of employment; hats, caps, uniforms or equipment of common occupations

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other what their parents do for a living and what they themselves want to be when they grow up in the target language.

2. Have students cut out pictures depicting common occupations to make a collage and label it in the target language.

3. Have students write a story about their favorite occupation in the target language.

4. Have students give an oral report in the target language about what their mother or father does for a living.

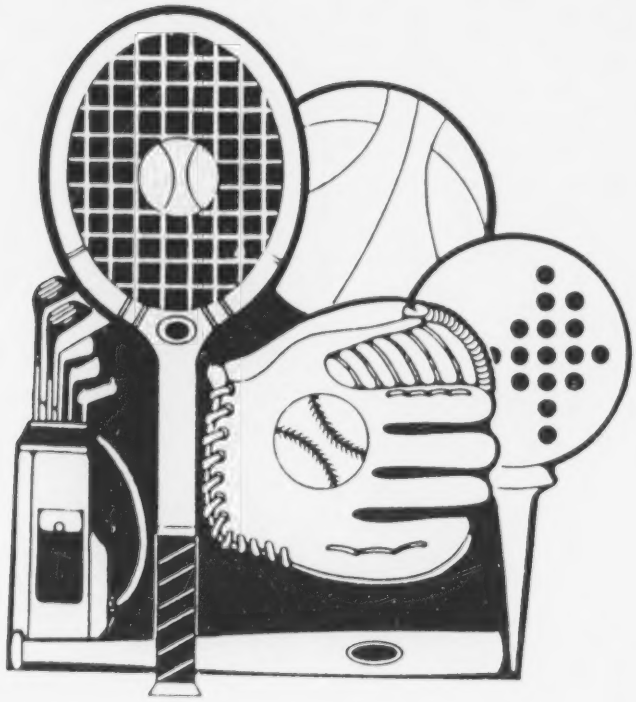
Culture

Discuss occupations related to using a foreign language

Games, Songs and Puzzles

Play "Occupation Bingo," Hangman, Careers (in the target language) and "Musical Occupations." (Use hats or realia associated with an occupation. Play target language music while the students pass around the hats or equipment. When you stop the music, the student without a hat or equipment is out.) Make crossword, word search and unscramble puzzles.

TOPIC 16
LEISURE



TOPIC 16 - LEISURE

Instructional Objectives

1. Students will describe after school, weekend and holiday activities in the target language.
2. Students will describe vacation activities in the target language.
3. Students will identify hobbies, sports and other interests in the target language.
4. Students will describe family traditions and religious activities in the target language.

Functions

Socializing, providing and obtaining information about facts and events, getting others to adopt a course of action by suggesting and requesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, sports equipment or pictures of sports equipment, games, movie theater listings, T.V. listings, toys or pictures of toys, pictures depicting holiday, family and religious celebrations

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students ask each other about their favorite after-school activity, sport, game and hobby in the target language.
2. Have students bring in any collections they might have and give a speech about them in the target language.
3. Conduct a dialogue in the target language in which students use movie listings to decide what movie to go see.
4. Have students cut out pictures and make a collage about their favorite sport. Have them label it in the target language.

5. Ask students to bring in pictures of a family celebration, birthday, wedding, etc. and have them write a story about it in the target language.

6. Ask students to bring in any vacation pictures they have and give a speech in the target language to the class about how they spent their vacation.

Culture

1. Discuss in the target language how people in the target culture spend their leisure time

2. Discuss the national sport of the target culture using the target language

3. Discuss the importance of religion in certain holidays in target language countries

Games, Songs and Puzzles

Play "Sports and Hobbies Bingo," "Monopoly" and "Scrabble," Hangman and target culture games, sing typical holiday songs of the target culture and "Happy Birthday" in the target language; make crossword, word search and unscramble puzzles in the target language.

TOPIC 17
PUBLIC & PRIVATE SERVICES

TOPIC 17 - PUBLIC AND PRIVATE SERVICES

Instructional Objectives

1. Students will describe the use of public and private telephone services in the target language.

2. Students will identify activities associated with the post office in the target language.

3. Students will write simple friendly letters and describe mailing procedures in the target language.

Functions

Socializing, providing and obtaining information about facts and feelings; expressing personal feelings about facts, events, opinions and attitudes; getting others to adopt a course of action by suggesting, requesting, advising, convincing and praising

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets, stationery and stamps, a real or play telephone

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students have a conversation over the phone in the target language.

2. Role play in which students go to the post office to buy stamps, mail a letter and send a package using the target language.

3. Have students write a letter in the target language to a pen pal in the target culture or to another school having instruction in the same foreign language. When mail is received from the participating pen pal or school, have a student be the mailman and deliver the letters.

4. Make a display of stamps from the target culture. Have the students label the stamps in the target language.

Culture

1. Discuss the use of a token to place phone calls from a public telephone in the target culture

2. Discuss the differences in phone numbers in the United States and the target culture utilizing the target language

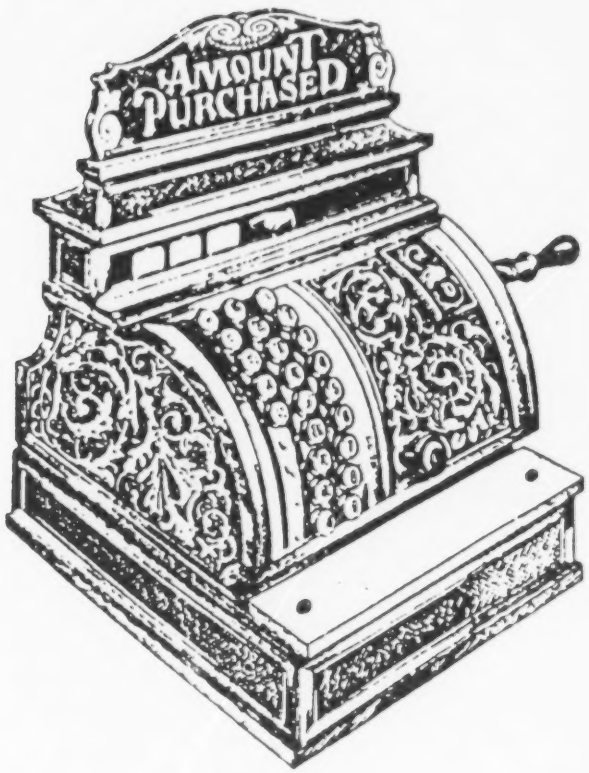
3. Discuss the forms of address and formats for writing friendly and formal letters using the target language

4. Compare stamps in the U.S. and the target culture

Games, Songs and Puzzles

Play "Telephone" and "Hangman" in the target language; make crossword, word search and unscramble puzzles.

TOPIC 18
SHOPPING



TOPIC 18 - SHOPPING

Instructional Objectives

1. Students will identify and describe shopping centers, specialty shops, neighborhood merchants, department stores and markets in target language.
2. Students will identify opening and closing times of shops and stores in the target language.
3. Students will identify U.S. and target culture currency using the target language.
4. Students will describe interactions with sales staff in the target language.
5. Students will identify staples and everyday purchases in the United States and the target culture using the target language.

Functions

Socializing, providing and obtaining information about facts, events and needs; getting others to adopt a course of action by requesting, directing and suggesting

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, play groceries, toys, clothing, a toy shopping cart, target culture currency and U.S. currency, a toy cash register, pictures of various stores and shops

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Have students set up a make-believe store with food, toys and/or clothing, and a cash register labeled in the target language.
2. Role play in the target language having students shop for food, toys and clothing. One student is the customer and the other is the salesperson.
3. Have students make a collage using produce labels from the target culture.

4. Have students make their own catalogues using pictures from magazines, circulars and other catalogues. Have them label and price the items in the target language.

5. Have students draw a picture of their favorite store and the items in it. Have students label pictures in the target language.

Culture

1. Discuss the rate of exchange of the U.S. dollar and the target culture currency using the target language

2. Describe the existence of outdoor markets and traveling vendors in the target culture using the target language

3. Compare the sizing system of the U.S. and the target culture using the target language

4. Discuss the use of the metric system in the target culture using the target language

Games, Songs and Puzzles

Play "Shopping Bingo," "Hangman," and "Store." Recite "This Little Piggy Went to Market" in the target language. Make crossword, word search and unscramble puzzles in the target language.

TOPIC 19
TRAVEL

TOPIC 19 - TRAVEL

Instructional Objectives

1. Students will identify means of transportation in the target language.

2. Students will read and interpret maps, signs and instructions that relate to travel using the target language.

3. Students will read, interpret and ask about timetables and fare schedules in the target language.

4 Students will identify activities and interactions associated with ticket counters and travel personnel in the target language.

5. Students will read and understand advertisements and promotional materials about travel in the target language.

Functions

Socializing; providing and obtaining information about facts and events; getting others to adopt a course of action by suggesting, requesting, directing, and convincing; expressing personal feelings about events and attitudes

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, puppets; travel brochures and posters; bus, train and airline tickets; transportation toys or pictures of means of transportation; signs and instructions related to travel written in the target language; sample timetables and fare schedules; postcards of areas in the target culture

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Role play in which students utilize the target language:

   a) buy bus, train or airline tickets
   b) ask and answer about time schedules and/or fares
   c) ask for directions to a particular destination on a map

2. Have students make a travel brochure or poster about a city or place in the target culture using the target language.

3. Have the class prepare for a pretend trip to the target culture. Have students prepare passports, obtain tickets, pack and enact arriving at the target culture airport. Part of the room could be set up as the airport of arrival with signs and instructions in the target language.

4. Have younger students draw a picture of their favorite means of transportation and label it in the target language.

Culture

1. Compare means of transportation used in the U.S. and in the target culture using the target language

2. Discuss the use of the 24-hour clock in the target culture, if applicable, using the target language

3. Discuss the use of the metric system for speed and distance using the target language

Games, Songs and Puzzles

Play "Hangman" and "Travel Bingo," sing "Las Reudas de la Guagua," make crossword, word search and unscramble puzzles.

TOPIC 20
CURRENT EVENTS

TOPIC 20 - CURRENT EVENTS

Instructional Objectives

1. Students will discuss miscellaneous news about the target culture in American news broadcasts, newspapers and magazines in the target language.

2. Students will discuss in the target language and be exposed to the target culture's theater, cinema and music.

3. Students will identify people in the target culture's arts.

4. Students will discuss in the target language special events occurring in the target culture.

Functions

Socializing, providing and obtaining information about facts, events, opinions and attitudes; expressing personal feelings about facts, events, opinions and attitudes

Situations - Listening, speaking, reading, writing

Instructional Materials

Blackboard, American and target culture newspapers and magazines, videos and/or cassette tapes of current target culture movies and songs, records of current popular and regional songs, pictures of current people in the arts

Vocabulary and Expressions

Grade appropriate in terms of number of items and degree of difficulty

Suggested Activities

1. Have students cut out articles in American and/or the target culture's newspapers and magazines about the target culture. Ask them to bring them into class and discuss them in the target language.

2. Set up a current events bulletin board about the target culture.

3. As a class project, make a photo album of current people in the target culture's arts.

4. Listen to current popular and regional music in class.

5. Celebrate special events in the classroom as they are being celebrated in the target culture.

6. Watch a current target culture movie in class or go to a neighborhood where one is being shown.

Games, Songs and Puzzles

Play "Name That Tune," by playing songs and having students identify them and the singers, play "Hangman," sing some of the current popular and regional songs in class, make crossword, word search and unscramble puzzles in the target language.

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APPENDICES

STANDARD PHRASES

PHRASES

The following expressions should be mastered very early in second language acquisition:

Hello
Good morning
Good afternoon
Good evening
Present
Where is ...?
Be seated
Stand up
Close the door
Open your book to page
Close your books
Listen (carefully)
Read
Go to the blackboard
Take out some paper
Right
Good
Excellent
Repeat
Please
Good-bye
I would like
Do you have
Louder
Excuse me
Thank you
You're welcome

AUTHENTIC MATERIALS INFORMATION

NEEDS LIST OF AUTHENTIC MATERIALS

Audio

Cassettes of native speakers:
dialogues, announcements, commercials

Video

Tapes from T.V. - any show, all commercials

Printed

1. Advertisements:
   - Want ads
   - Product
   - Services
   - Houses/property
   - Recreational/leisure
2. Newspapers
3. Magazines
4. Travel timetables
5. Menus/restaurant bills
6. Tickets:
   - Travel
   - Recreation/sport
   - Parking
   - Traffic
   - Season Pass
7. Receipts:
   - Hotel
   - Cash-register tapes
   - Metro receipts
8. Currency:
   - Each denomination of bill,
   - coin currency exchange slips
9. Forms:
   - I.D.
   - Application
   - Insurance
10. Announcements:
    - Written and oral
11. Recipes
12. Food packages

13. Dress patterns/directions to modes appliances

14. Proverbs:
    Sayings related life, weather, health, etc.

15. Cartoons:
    comics/political humor

16. Report cards
    School schedule
    School subject/course description

17. Signs

18. Driver's license

19. Brochures:
    Informational
    Recreational

20. T.V. Guides

21. First-aid kit/manual

22. Maps/city plans

23. Stamps

24. Passports:
    Information Form
    Application

25. Bank books, transaction forms

26. Shopping bags

27. Store receipts

28. Post office signs/rate schedule

29. Travel tokens

30. Legal documents:
    Tax
    Will
    Deeds

31. Junk mail

32. Holiday realia:
    Wrapping paper
    ornaments
    greeting cards

33. Diets/nutrition information

34. Spa information

HOW TO BEGIN GATHERING AUTHENTIC MATERIALS

1. Copy the preceding list and give it to principals, department chairpeople, budget committees, travelers to the target country, contacts or pen-pals in the target country, or anyone who might be able to supply items on the list.

2. At requisition time, set aside department funds to purchase currency, stamps, blank audio and video cassettes to record native speakers, T.V. programs.

3. Draft a flexible form letter asking for brochures, forms, etc. and whenever you come across an address from an ad, product, newspaper, etc. send off a request. Some companies are most happy to share.

4. Purchase or get your librarian to requisition telephone books from target culture.

5. Old, out-dated newspapers and magazines can be cut up and useful parts laminated for classroom use.

6. Contact ethnic organizations in the community which might want to help or which might have members who can contribute items.

7. Contact local book/music stores to see what they have and ask for their contact addresses, etc.

USE OF AUTHENTIC MATERIALS

1. Authentic materials can be displayed around the room or reproduced to be distributed as handouts.

2. Authentic materials are useful for reading comprehension, vocabulary reinforcement, culture, conversation stimulus and written stimulus.

    a. Reading comprehension - both holistic and specific understanding of information provided

    b. Vocabulary reinforcement to increase and reinforce meanings of words, idioms and grammatical structures

    c. Culture - to better increase cultural awareness of the students and to compare or contrast the informtion contained in the document between the target language culture and U.S. culture

    d. Conversation stimulus - to provide an opportunity for students to react to and discuss the material presented

    e. Written stimulus - to provide topics for compositions

THE COMMUNICATIVE CLASSROOM

1. Students should be encouraged to express their own meaning.

   (Cognitive & Affective)

2. Students should have the opportunity to interact among themselves.

3. Students should be encouraged to be creative with the language.

4. Culture must be incorporated with all aspects of language learning.

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